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ABSTRACT

A course which is an exploration of man's eternal search to understand himself and his world through the study of the mythology of the world is presented. Performance objectives include: (1) Students will recognize the content of the myths studied; (2) Students will identify the specific characteristics of the civilization studied; (3) Students will identify the basic questions man asks about his identity and seeks to answer through myth; and (4) Students will compare the search for identity of the ancient man of any civilization studied to that of contemporary man. Course content includes five ancient civilizations; each is studied along with at least two of its important myths. The myths all relate to each other and also relate to the specific theme of man's search. Civilizations studied include: Greek and Roman, Norse, Egyptian, Sumerian, and Medieval. (CK)

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AUTHORIZED COURSE OF INSTRUCTION FOR THE QUINMESTER PROGRAM

Language Arts: MAN'S SEARCH 5112.22
5113.22
5114.22
5115.22
5116.22
5188.02

CS 200 046

DADE COUNTY PUBLIC SCHOOLS

DIVISION OF INSTRUCTION • 1971

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English, Mythology

Written by Lenore C. Gundersheimer
for the
DIVISION OF INSTRUCTION
Dade County Public Schools
Miami, Florida
1971

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COURSE TITLE: MAN'S SEARCH

COURSE DESCRIPTION: An exploration of man's eternal search to understand himself and his world through the study of the mythology of the world.

I. Performance objectives

A. Having explored selected myths students will recognize content of the myths studied when given specific questions about them or when asked to give summaries.

B. From previous reading or viewing, the students will identity the specific characteristics of the civilization studied.

C. Students will identify the characteristics of a civilization studied as reflected in a given myth.

D. Students will identify the basic questions man asks about his identity and seeks to answer through myth.

E. Students will relate specific myths studied to man's questions about his identity.

F. Students will compare the search for identity of the ancient man of any civilization studied to that of contemporary man.

G. Students will discover through the study of assigned myths which characteristics of the mythic hero typify the society he represents and which characteristics are universal.

H. Students will deduce from readings given throughout the course the continuity of man's search through various civilizations of every age.

II. Course content

A. Introduction

Through every age and civilization, man has attempted to establish his relationship to the world around him. In his struggle for survival, he has identified in various ways with his deities and his fellow man. The stories of this search for identity have become the great myths of our culture. A study of these myths helps the student to recognize the similarity of the search regardless of the differences in time and place, thus gaining better understanding of his own search and that of his generation as part of a continuing pattern.

The course is structured so that one ancient civilization at a time is studied along with at least two of its important myths. The myths suggested are chosen so that all relate to each other and all also relate to the specific theme of man's search.

The course is divided into five sections, each covering a different civilization. The civilizations have been chosen because of their importance to western culture and the availability of material on them; however, if a particular teacher should have more knowledge of another civilization, such as American Indian, Polynesian, or Oriental, and enough material is available, a study of this civilization could be substituted for either #3, #4, or #5.

Students should first receive enough information about the particular civilization so that they will understand the myths read and be able to identify them as products of a specific culture. Then they should read and discuss the myths assigned. Discussion should be geared to understanding the content of the myth, the myth as a product of its civilization, and the relationship of the myth to the theme of man's search.

The teacher should select books for student use which will adequately cover the civilizations and myths to be studied. The resource list at the end of the unit will be helpful since it is not possible to cover the material adequately with a single book. The teacher will probably wish to secure class sets of some of the books or have students purchase their own since many are available in paperback.

The teacher should assign myths for the students to read either in class or at home depending on the availability of books. The teacher should specify what the student should know about the myth after he has read it carefully.

Students should read the assigned myths and be able to answer questions on the content, either in class discussion or written quiz, and to give summaries of the myths.

Since the theme is man's continuing search, it is important to stress the contemporary aspects of the search throughout the course. For this purpose a list of resources which are easily available to most teachers and students is included at the end of this unit.

B. Range of subject matter

1. Greek and Roman myths

a. Greek and Roman civilization and deities

b. Greek myths of creation, destruction, and death and resurrection (Adonis, Dionysus, Demeter and Persephone)

c. One specific literary work

(1) The labors of Heracles
(2) The story of Theseus
(3) The Odyssey, Argonautica, or Aeneid
(4) Oedipus the King

2. Norse myths

a. Norse civilization and deities

b. Norse myths of creation, destruction, death and resurrection (Death of Baldur)

c. Story of Siegfried (Niebelungenleid, Volsunga Saga, or Ring Cycle)

3. Egyptian myths

a. Egyptian civilization and deities

b. Egyptian myths of creation and destruction

c. Story of Osiris

4. Sumerian myths (Assyro-Babylonian)

a. Sumerian civilization and deities

b. Sumerian myths of creation, destruction, death and resurrection (Ishtar and Tammuz)

c. Story of Gilgamesh

5. Medieval legends

a. Medieval civilization

b. King Arthur (search for Grail) or Charlemagne (Song of Roland)

III. Teaching strategies

A. Having explored selected myths students will recognize content of the myths studied when given specific questions about them or when asked to give summaries.

1. The teacher should select and show available films or filmstrips on the myths being studied such as "Gods of Mount Olympus," giving students an idea of the information they are expected to get from the film, such as what deities are presented, what are the functions of each deity, etc. After the film is shown, the teacher should lead a discussion with the students by answering their questions and by asking them questions about the content of the film.

2. The teacher should show students how to find references to myth in their reading of newspapers, magazines, and other textbooks and in their television or movie viewing. Students can easily find references to Cupid and the symbols for Hermes used in the florist ads or Ajax cleanser, etc. The teacher should encourage students to bring these references to class by giving extra credit for them and by using bulletin board space to display all or part of the references brought in. These references should also be shown to and discussed with the class as often as possible.

3. The teacher should look for and supply quotations with references to myth and ask students to (1) identify the mythical allusion (2) relate the allusion to the quotation.

4. If possible, the teacher should arrange a field trip to the planetarium when a show is presented which discusses myths related to the constellations or planets.

5. The teacher should arrange for field trips to see Greek plays such as Electra, Oedipus Rex, Medea, when these are presented locally.

B. From previous reading or viewing, the students will identify the specific characteristics of the civilization studied.

1. The teacher should assign material for students to read, on the civilizations being studied, such as the introduction to Hamilton's Mythology or the Life reprints on Egyptian civilization. If enough written material is not available, the teacher should supplement with short lectures. Students should, by reading assigned material and listening to the teacher, be able to answer specific questions about the civilization being studied. The teacher should stress only those characteristics pertaining to myth (usually specific customs, such as the Greek belief in hospitality and the importance of burial rites or the Egyptian belief in the immortality of the body; or events, such as the Trojan War).

2. The teacher should obtain and show available films and filmstrips on the civilization being studied, many of which are listed under "Resources" at the end of this unit. He should tell the students in advance what to look for in the film. Students and teacher should discuss the film after viewing, with the teacher supplementing the information given in the film and stimulating discussion by asking specific questions of the students.

3. Frequently parents, other teachers, or others in the community have lived in some of the places studied. The teacher should arrange class time for these people to give interesting and pertinent information to the students.

4. The teacher could assign additional stories or books, either fiction or non-fiction, such as the ones listed under "Resources" at the end of this unit, which give information on the civilization being studied. These may be required or extra credit reading for the student but must be read outside of class.

5. The teacher could request that students research information on the civilizations studied in addition to the material covered in class. This could be presented to the class in an oral report or panel or could be written as a research paper.

C. Students will identify the characteristics of a civilization studied as reflected in a given myth.

1. The teacher should show how characteristics of a civilization are brought out in a particular myth, such as the Norse myth of creation depicting the cold and fierceness of the environment or the myth of Osiris evolving from the Egyptian dependence on the Nile. He should encourage the students to discover these characteristics when they read the assigned myths.

2. The teacher could request comparison-contrast themes on the different myths of the same civilization or on similar myths of different civilizations. Students would emphasize in their themes the characteristics of the civilizations which were brought out in the myths.

3. Students could read myths other than those assigned of a civilization being studied and present to the class in an oral report or to the teacher in a written report a summary of the myth and an analysis of its relation to the civilization.

D. Students will identify the basic questions man asks about his identity and seeks to answer through myth.

1. The teacher could assign reading material designed to show some basic questions: science texts, philosophy books, books on mythology or religion. Students will read the material and discover what questions are basic to man's understanding of himself and his environment. These questions then should be discussed in class.

2. The teacher could ask students to make a list of obstacles man still finds difficult to overcome, such as reaching the bottom of the ocean, discovering a cure for cancer, etc. Some of these should be discussed in relation to the stories of ancient man.

3. The teacher could have the students describe a real but relatively formidable animal, such as a whale, an octopus, or an elephant, as though it were a mythical monster, giving it a fictitious name. The descriptions could be read to the rest of the class and the students asked to identify the monster described.

4. The teacher could have the students write an account of a destructive event, such as a fire or a hurricane, as though telling a myth.

5. The teacher should request each student to write a list of what he considers the most important questions he would ask about his own identity. After writing the list, the student should indicate how he has found or would attempt to find the answers to these questions.

6. The teacher could have the class read daily and discuss when pertinent a contemporary comic strip such as Peanuts in relation to Charlie Brown's search for identity (or Snoopy's!).

7. The teacher could ask a minister, priest, or rabbi (possibly a panel of all three) to answer questions from the students about a specific area of belief such as immortality.

E. Students will relate specific myths studied to man's questions about his identity.

1. When a specific myth is assigned, the teacher should ask the students to identify the questions this myth is supposed to answer. For example, the Greek myth of Demeter and Persephone attempts to explain the change of seasons and the winter destruction of crops while Oedipus the King poses the more difficult discussion of man's relationship to the gods.

2. Students should also be able to show how the myth answers the questions identified.

3. The teacher should ask that students compare the answers this myth gives with those of another myth studied.

4. The teacher could assign myths of civilizations not studied for students to read and identify questions asked, either orally or in writing.

5. The teacher could have students compare, either by oral or written report, myths read in #4 with those studied in class.

6. The teacher could assign other literary works of a particular civilization for students to read and decide how these questions are presented and/or answered.

F. Students will compare the search for identity of the ancient man of any civilization with that of contemporary man.

1. The teacher should encourage students to discover in contemporary material read outside of class, items related to man's search and to report them in for class discussion.

2. The teacher should assign contemporary stories or novels which develop the theme of man's search. Students, after reading the assigned material, should be able to discuss with the teacher or class both how the theme identifies with the myths studied and how the stories differ in content from the myths. The teacher should ask students to determine which is more important, the difference in setting and action or the similarity in theme. Discuss reasons for the answer. Some selections which could be used are listed under "Resources" at the end of the unit.

3. The teacher should have students read and report on books on modern myth, such as Myths of the Space Age. The report should include a comparison with ancient myths.

4. The teacher could show a contemporary film dealing with the theme of man's search or have the class listen to a record such as "Magical Mystery Tour" and discuss the similarities and differences shown in these to the ancient stories.

5. The teacher could assign contemporary works which are based on ancient myth to be read outside of class for discussion at a specified time. Students should discover the relationship between the story and the myth. Some of these books are listed under "Resources" at the end of the unit.

6. The teacher could have students keep a journal containing incidents from actual contemporary situations which reflect man's continuing search (voyage of the Ra, progress of the "death with dignity" law, etc.)

7. The teacher could ask students to create a modern myth similar to one studied but using contemporary characters, setting, and action.

G. Students discover through the study of assigned myths, which characteristics of the mythic hero typify the society he represents and which characteristics are universal.

1. The teacher should assign myths dealing with a specific hero. Students should read the myths and identify the special characteristics of the hero. (Greek heroes such as Theseus, Heracles, or Odysseus, Norse hero Siegfried, etc.)

2. After class discussion stimulated by the teacher, students should decide why a particular character was a hero to his society.

3. The teacher should have students compare the heroes of different civilizations studied. (Greek hero with Roman, Norse hero with Sumerian, etc.)

4. The teacher could assign stories dealing either with other heroes of the same civilization or with heroes of a different civilization. Students could then compare the heroes of these stories with the heroes of the myths they have studied.

5. Students should, after comparison, discuss the characteristics common to all the heroes studied.

6. The teacher could assign a theme, having the student compare one of the ancient heroes with a modern hero such as James Bond or Superman.

7. The teacher could have students create a new contemporary hero, as different as possible from the mythic ones but still identifiable as heroic by standards of our society.

H. Students deduce from readings given throughout the course the continuity of man's search through various civilizations of every age.

1. The teacher should have students trace, in a written report, one particular question, such as belief in life-after-death, through each civilization studied and our own civilization.

2. The teacher could have the students write the plot for a modern epic concerning man's search in a style similar to that of one of the myths studied.

3. The teacher could assign works representative of different periods of civilization (Renaissance, Victorian, etc.) for students to read and analyze, tracing the continuity of man's search.

SPECIAL PROJECT: (Could cover one, several, or all objectives)

The teacher could suggest one overall individual project for the course, dealing with either one specific myth, several different myths, or all myths studied. This project could be related to the students' individual interests. Some suggestions are:

ART - Group of posters for bulletin board, mural for bulletin board, crafts project such as papier mache', wood, or metal.

MUSIC - Musical composition or song based on a myth, analysis of musical treatment of myths in songs, opera, etc.

SCIENCE - Relate the scientific explanation of creation to the mythical ones, compare scientific explanations of natural phenomena to mythical ones, trace the origin of scientific terms from myth, make charts or diagrams of constellations named for myths.

SCIENCE OR LITERATURE - Relate modern science fiction stories to ancient myths.

LITERATURE - Read, and write a book report on a contemporary book based on a myth or mythical character (other than assigned books): read and write a report on one of the epics not studied in class; research one myth and its influence on our civilization in music, art, science, and literature.

IV. Resources

A. Greek and Roman Myths - state-adopted textbooks

1. Counterpoint in Literature, Scott, Foresman and Co.
   pp. 418 ff. - Heroes of Olympus
   pp. 424 ff. - The Palace of Olympus
   pp. 433 ff. - The Labours of Heracles

2. Outlooks through Literature, Scott, Foresman & Co.
   pp. 372 - Literature of Gods and Goddesses
   pp. 377 - Perseus and Medusa
   pp. 378 - Perseus and Andromeda
   pp. 381 - The Trojan War
   pp. 388 - The Plight of Aeneas
   pp. 396 - In the House of Circe
   pp. 402 - The Prophecy of Socrates
   pp. 412 - Antigone

3. Insights: Themes in Literature, Webster Division, McGraw-Hill Book Company.
   p. 101 - The Odyssey] with related
   p. 421 - Daedalus and Icarus] material

4. Encounters: Themes in Literature, Webster Division, McGraw-Hill Book Company.
   p. 589 - Ulysses

5. Insight: The Experience of Literature, Noble & Noble.
   p. 535 - The Iliad

6. Adventures in Reading, Harcourt, Brace & World.
   Old edition only - p. 251 - Penelope, to an Absent Ulysses
   Old edition - p. 509-532 - The Odyssey
   Classic edition - p. 513-554 - The Odyssey

7. Adventures in World Literature, Harcourt, Brace & World.
   p. 904 - The Iliad
   p. 928 - Antigone - (complete)
   p. 1047 - Aeneid (one selection)
   p. 1078 - Flood myth (Ovid)

B. Greek and Roman Myths - Non-state-adopted texts

1. Good Times through Literature, Scott, Foresman & Co.
   pp. 238-274 - Unit of Myths

2. Insight: Literature of Imagination, Noble & Noble, Inc.

p. 18 - The Birth of Heroes	Arranged in units with other related material, both ancient and contemporary
p. 55 - Daedalus and Icarus	
p. 163 - Labors of Heracles	
p. 178 - The Odyssey	
p. 352 - Demeter	
p. 381 - Prometheus	
p. 720 - Baucis and Philemon	

C. Greek and Roman Myths - Teacher and student reference books

1. Aulaire, Ingrid, Book of Greek Myths, New York: Doubleday, 1962.

2. Avery, Catherine B., Mythological Fairy Book, New York: Appleton, 1962.

3. Benson, Sally, Stories of the Gods and Heroes, Dial Press, 1940.

*4. Bulfinch, Thomas, The Age of Fable, New York: Modern Library, 1965.

5. Colum, Padraic, Golden Fleece and the Heroes Who Lived Before Achilles, Macmillan, 1921.

6. DeSelincourt, Aubrey, Odysseus the Wanderer, Criterion, 1956.

7. Gayley, Charles Mills, Classic Myths in English Literature and in Art, Boston: Ginn, 1939.

8. Godolphin, Francis R., Great Classical Myths, New York: Modern Library, 1964.

*9. Goodrich, Norma Lorre, Ancient Myths, A Mentor Book, New American Library, 1961.

10. Grant, Michael, Myths of the Greeks and Romans, Cleveland: World Publishing Co., 1962.

11. Green, Roger L., Heroes of Greece and Troy, New York: Walck, 1961.

12. Green, Roger L., Tales the Muses Told: Ancient Greek Myths, New York: Walck, 1965.

*13. Hamilton, Edith, Mythology, Boston: Little, Brown and Co., 1940.

14. Herzberg, Max, Classical Myths, Boston: Allyn and Bacon, Inc., 1960.

15. Macpherson, Jay, Four Ages of Man: The Greek Classical Myths, St. Martins, 1962.

16. Oates, Whitney J. and O'Neill, Eugene, Jr., Seven Famous Greek Plays, New York: Modern Library, 1950.

17. Sabin, Frances Ellis, Classical Myths That Live Today, Chicago: S. Burdett Company, 1958.

18. Seltman, Charles T., Twelve Olympians, Crowell, 1960.

19. Sissons, Nicola Ann, Myths and Legends of the Greeks, Hart, 1960.

20. Squire, J. R. and Barbara L., Greek Myths and Legends, New York: Macmillan, 1967.

21. Warner, Rex, Men and Gods, Looking Glass Library, New York: Random House, Inc., 1959.

22. Witling, Alisoun, A Treasury of Greek Mythology, Irving-on Hudson, New York: Harvey House, 1965.

D. Greek and Roman Civilization - Teacher and student reference books

1. Boura, C. M., Classical Greece, New York: Time, Inc., 1965.

2. Boura, C. M., The Greek Experience, New York: World, 1957.

3. Coolidge, Olivia, Men of Athens, Boston: Houghton, Mifflin, 1962.

4. The Epic of Man, Time, Inc., 1961.

5. Grovesnor, Gilbert (ed.-in-chief), Everyday Life in Ancient Times, Washington, D. C.: National Geographic Society, 1968.

. Grovesnor, Melville Bell (ed.-in-chief), Greece and Rome, Builders of our World, Washington, D. C.: National Geographic Society, 1968.

[illegible], Imperial Rome, New York: Time, Inc.,

8. Hale, William Harlan (ed.), and Payne, Robert (author), The Horizon Book of Ancient Rome, New York: American Heritage Publishing Co., Inc., 1966.

9. Hale, William Harlan (ed.), The Horizon Book of Ancient Greece, New York: American Heritage Publishing Co., Inc., 1965.

E. Greek and Roman Civilization - contemporary books based on Greek life or myth

1. Ayrton, Michael, The Maze Maker (story of Daedalus)

2. Bradford, Ernle, Ulysses Found

3. Joyce, James, Ulysses

4. Graves, Robert, Hercules, My Shipmate (Jason)

5. Lelioux, Etienne, The Third Eye (Heracles)

6. Renault, Mary, The King Must Die, Bull From the Sea (Theseus)

7. Renault, Mary, The Masque of Apollo, (Greek civilization)

8. Treece, Henry, The Eagle King (Oedipus)

9. Treece, Henry, The Amber Princess (Electra)

10. Treece, Henry, I, Jason

11. Updike, John, The Centaur (Chiron)

F. Greek and Roman civilization - films available from Audio-visual Services, Dade County Public Schools

1.	Ancient Greece	1-04728
2.	Ancient Rome	1-05152
3.	The Odyssey: The Central Themes	1-31207
4.	The Odyssey: The Return of Odysseus	1-31203
5.	Oedipus Rex: Man and God	1-30912
6.	Oedipus Rex: The Age of Sophocles	1-30904
7.	Oedipus Rex: The Character of Oedipus	1-30908
8.	Oedipus Rex: The Recovery of Oedipus	1-30916

G. Greek and Roman civilization - films available for rental

1. Jason and the Argonauts, Brandon Films, 200 W. 57th Street, New York, 104 minutes, color.

2. The Trojan Horse, Audio Film Center/Ideal Pictures, 34 MacQuesten Parkway South, Mt. Vernon, N.Y. 10550, 105 minutes, color.

3. Ulysses, Audio Film Center/Ideal Pictures, 34 Macquesten Parkway South, Mt. Vernon, N.Y. 10550, 88 minutes, color.

H. Greek and Roman civilization - filmstrips

1. Myths and Legends (10 filmstrips), Eye Gate House, Inc., Jamaica, N.Y., 11435.

2. Life Education Program (Reprints and Filmstrips)

Reprint #3 - Greece: The Birth of Reason
Reprint #14 - Greece: Myths, Gods and Heroes
Reprint #66 - Greece: The Golden Age
Reprint #67 - Greece: Pride and Fall

(related filmstrips #236 and #280)

Reprint #5 - Rome: The 1300 Years
Reprint #16 - Rome: Lively Hub of the Empire

(Filmstrip series #284-288)

3. Educational Record Sales, 157 Chambers Street, New York, N. Y., 10007.

Imperial Films - Producer:

4 filmstrips and 2 records (The Gods of Mt. Olympus, The Iliad, The Odyssey, Part I, and The Odyssey, Part II.

EBF Films - Producer:

Great Classics of Literature: Iliad, Odyssey, Aeneid, Oedipus the King, Faust, Paradise Lost, Don Quixote, Prologue to Canterbury Tales, "The Pardoner's Tale" (available separately or as a unit)

4. Educational Audio Visual, Inc., Pleasantville, N.Y., 10570.

Our Heritage from the Old World (6 filmstrips) M3H4 1410

The Voyages of Ulysses * IRF031
The Voyages of Aeneas * IRF024
(*Sound filmstrips with LP)

5. Guidance Associates, Pleasantville, N. Y., 10570.

Mythology is Alive and Well (2 filmstrips with 2 records or 2 tapes).
Our Heritage from Ancient Greece
Greek and Roman Civilization } Cassettes

6. Charles E. Merrill Publishing Co., 1300 Alum Creek Drive, Columbus, Ohio 43216.

Library #7 - Classical Literature, Gods, Monsters and Heroes of Greek Myth (6 cassettes).

I. Greek and Roman civilization - records

Society for Visual Education, 1345 Diversey Parkway, Chicago, Ill. Mythology of Greece and Rome, set of 8 records. IR103

J. Greek and Roman civilization - maps

Denoyer-Geppert Co., 5235 Ravenswood Ave., Chicago Ill. Mediterranean Mythology and Classical Literature.

K. Norse myths and civilization - State-adopted texts

1. Exploring Literature, Houghton, Mifflin, p. 168- The Young Siegfreid.

2. Adventures in World Literature, Harcourt, Brace and World.
p.422-The Song of the Nibelungs, The Murder of Siegfried.
p. 562-The Poetic Edda (selections)
The Prose Edda (selections)
p. 565-Journey of Thor and Loki

L. Norse civilization and myths - non-state-adopted texts

Good Times through Literature, Scott Foresman & Co.
p. 171 - The Lorelei

M. Norse civilization and myths - reference books (teachers only)

Turville-Petre, E.O.G., Myth and Religion of the North, Holt, Rinehart & Winston, New York, 1964.

N. Norse civilization and myth - reference books (teacher and student)

1. Aulaire, Ingrid and Parin, Edgar, Norse Gods and Giants, Garden City, New York: Doubleday, 1967.

2. Bault, K. F., Asgard and the Norse Heroes, New York: Dutton, n.d.

3. Branston, B., The Gods of the North, New York: Vangard, n.d.

*4. Bulfinch, Thomas, Mythology, Laurel Classics, n.d.

5. Colum, Padraic, The Children of Odin, Macmillan, 1967.

6. Coolidge, Olivia E., Legends of the North, Boston: Houghton Mifflin, 1951.

*7. Davidson, H. R. Ellis, Gods and Myths of Northern Europe, Baltimore: Penguin Books, 1964.

8. Galt, Thomas F., Rise of the Thunderer, Crowell, 1954.

*9. Hamilton, Edith, Mythology, Boston: Little, Brown and Company, 1940.

10. Herzberg, Max, Classical Myths, Boston: Allyn & Bacon, Inc., 1960.

11. Hosford, Dorothy, Thunder of the Gods, New York: Holt, 1952.

12. Picard, Barbara L., German Hero Sagas and Folk Tales, New York: H. Z. Walch, 1958.

O. Contemporary books based on Norse myth - teacher and student reference

1. Carter, Lin, Tolkein: A Look Behind the Lord of the Rings, New York: Ballantine, 1969 (paperback only).

2. Tolkein, J. R., The Hobbit, Boston, Houghton Mifflin, 1967.

3. Tolkein, J. R., The Lord of the Rings (trilogy), Boston: Houghton-Mifflin, 1967.

P. Egyptian civilization - teacher and student references

1. Casson, Lionel, Ancient Egypt, New York: Time, Inc., 1965.
2. Cottrell, Leonard, Life Under the Pharoahs, Holt, 1960.
3. Fairservis, W. A., Egypt, Gift of the Nile, New York: Macmillan, 1963.
4. Herodotus, An Account of Egypt, (The Harvard Classics, v.33, pp. 7-90, 1956).
5. Murray, M. A., The Splendor That Was Egypt, New York: Hawthorn Books, 1963.
6. Mertz, Barbara, Red Land, Black Land: The World of the Ancient Egyptians, New York: Coward McCann, 1966.
7. White, Jon E. M., Everyday Life in Ancient Egypt, New York: Putnam, 1963.

Q. Egyptian mythology - teacher and student reference

1. Bulfinch, Thomas, Mythology, New York: Thomas Y. Crowell Company, n.d.
2. Clark, Robert R. R., Myth and Symbol in Ancient Egypt, New York: Grove Press, 1960.
3. Colum, Padraic, Myths of the World, New York: Grossett and Dunlap, 1930.
4. Egyptian Mythology, Tudor Publishing Co., New York, n.d.

*5. Goodrich, Norma Lorre, Ancient Myths, A Mentor Book (New American Library), 1961.

6. Hooke, S. H., Middle Eastern Mythology, Baltimore, Penguin Books, 1964.
7. Kramer, Samuel N. (ed.), Mythologies of the Ancient World, New York: Doubleday, 1961.
8. Larousse Encyclopedia of Mythology, New York: Prometheus Press, 1959.

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